DOCUMENT RESUME

ED 335 453 CE 058 525

TITLE A Report on Vocational Education.
INSTITUTION Florida Senate, Tallahassee. Committee on Education.
PUB DATE Feb 91
NOTE 24p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Education; *Adult Students; *Governance; Postsecondary Education; Program Administration; *Program Effectiveness; Program Evaluation; Program Improvement; Secondary Education; *State Legislation; *State Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS *Florida

ABSTRACT

As a result of a mandate by the 1990 Legislature, an independent study was made of Florida's system of vocational education and employment and training. Staff of the legislature and the governor's office worked on requests for proposals, reviewed responses, and monitored the study, which ran from November 1990 until February 1991. The study's purpose was not to conduct research or develop conclusions and recommendations, but to compile the data in an accessible way for comparison among systems. Although the study made no recommendations, analysis of the 518-page report revealed that information is still inadequate to conduct any transfer of responsibilities for adult education to community colleges, as has been considered. The report concluded that governance of public postsecondary adult vocational education should continue to be shared by community colleges and school districts. Senate staff analyzed the report, and developed these conclusions and recommendations for the legislature to consider: (1) study remedial programs; (2) provide funding incentives for districts with students who complete programs and are placed in jobs or further education; (3) change the methods of funding and accountability of postsecondary vocational education; (4) eliminate nonplacement penalities but require programs to use state information sources to follow up graduates; (5) raise fees to adult students; and (6) provide financial help to serious vocational students. (Appendixes include an executive summary of the 518-page study and a vocational education data summary for school districts and community colleges.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M J O'Farrell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 058 525

BEST COPY AVAILABLE

TABLE OF CONTENTS

	Page
INTRODUCTION	1
SUMMARY	3
CONCLUSIONS AND RECOMMENDATIONS	5
A. Secondary Vocational Education	5
B. Postsecondary Vocational Education	6
APPENDIXES	9
A. Executive Summary of MGT Report	
B. Vocational Education in Your District	

INTRODUCTION

In 1989-90, Florida spent about $844 million state dollars on vocational education. This expenditure is higher per capita than in any other state. Florida's proportion of federal over state contributions to vocational education is very low -- about 4.0 percent federal contributions compared to most states' average of about 20 percent.

These large expenditures prove the Legislature's commitment to and support of vocational education. They also have motivated frequent attempts to correct perceived problems with vocational education and to demand accountability.

One of the perceived problems is that both community colleges and school districts offer vocational education for adults. Rather than change the governance, the Legislature created a system of regional coordinating councils to prevent unwarranted duplication and to plan for meeting the needs of the local labor market. Law also required that each vocational education program be offered at only one level.

Still, interest remained in limiting the governance to the community college system, and the Legislature funded a study to develop a comprehensive description of current vocational education at all levels. With detailed information on expenditures and activities, the Legislature could weigh the costs and other consequences of shifting governance. This interim project report is derived from Senate staff participation in the design and development of that study, which was conducted by MGT of America, Inc. Staff analyzed the final product and developed conclusions and recommendations for the Legislature to consider.

Analysis of the study showed that the vocational education system does not contain information adequate to allow the Legislature to give informed consideration to shifting the governance of vocational education for adults. Nor does it allow any conclusions to be drawn about which system is better or cheaper, or whether the regional coordinating councils and the leveling process are ending unwarranted duplication. The potential for duplication exists in almost every vocational planning region.

It is important to note that these qualifications do not apply to the study by MGT, which carefully compiles almost all available data on vocational education and displays the data in dozens of different configurations. The analyst's reservations are about drawing conclusions

based on the data available. Senate staff concluded that the report's main reference value was its documentation of reporting discrepancies and other problems.

Most of these problems can be corrected by the department and local education agencies and do not require Legislative intervention. The Legislature may wish to consider, however, what the MGT report shows about the accountability information for vocational education. Over the years the Legislature has required accountability reports of enrollment, completion, and placement of vocational education students, and this committee staff report makes five recommendations to improve those reports. The proposed bill would implement many of these recommendations.

This interim project report does not contain a section on "Findings" because the findings are contained in the report required by the Legislature and written by MGT. Two copies of that report -- each 518 pages not counting the appendixes -- are available in the offices of the Senate Committee on Education, and its executive summary is included in the appendix.

Also in the appendix are several exhibits derived from the MGT report that will give each member of the Senate Education Committee a description of vocational education in his or her district. These personalized reports present the detailed nature of the vocational information, and they may also suggest some of the problems it presents.

Staff of the Department of Education, especially Lanny Larson, and of MGT of America, Inc., especially Linda Recio, provided assistance that is much appreciated. Because of their competence, this report is based on confidence that every effort was made to locate needed information.

SUMMARY

The 1990 Legislature mandated and funded an independent study of Florida's system of vocational education and employment and training. Staff of the Senate Committee on Education served on a technical advisory committee of three members representing the House of Representatives and Executive Office of the Governor as well as the Senate. This committee worked on the Request for Proposals, reviewed the responses, and participated in bi-monthly meetings about the study's progress.

The contract was awarded to MGT of America, Inc. Budget cuts delayed the award of the contract until November and the final report until February 12, 1991.

The purpose of the study was to compile the data in an accessible way for comparison among systems, not to conduct research or develop conclusions and recommendations. The contract required attention to matters that would be essential if the Legislature should decide to require community colleges to govern all postsecondary adult vocational education programs -- instructional expenditures, the value of buildings and equipment, salaries and benefits, and faculty credentials. Comparable data on program outcomes and assessment were also required.

Although the report made no recommendations, analysis of the 518 page document revealed that information is still inadequate to conduct any transfer of major responsibilities. The governance of public postsecondary adult vocational education should continue to be shared by community colleges and school districts.

As examples of the insufficiency of data, community college reports of direct instructional expenditures differed by over $90 million, comparing what they reported to the Division of Vocational, Adult, and Community Education to the information maintained in their own data files. Actual salary differentials could not be reported because the public schools data base cannot separate faculty FTE by individual vocational program; the contractors reported minimum salaries instead. Many districts and colleges were unable to inventory all their equipment by vocational program, so the study concentrated on a sample of four. Even in those four, which were selected because of their reporting capability, discrepancies existed between the reporting methods of school districts compared to community colleges, so that information on the value of buildings and land could not be compared. Enrollment figures were disputed by Department of Education staff, who

have set up a task force to address the problem. Finally, expenditures by program differed widely from allocations, indicating that money is being reallocated among programs and that the actual costs reported by program are probably inaccurate.

Even though the report did not improve the Legislature's ability to conduct a transfer of programmatic responsibility, it did provide a valuable reference document. The Legislature should note with pleasure the effectiveness of several of its initiatives, especially the required strategic plan and the completion reports.

The Legislature's efforts to improve accountability, however, have had unexpected consequences. In 1984 Florida became the first state to attempt to tie program funding directly to successful outcomes, by passing the "placement standard" into law (s. 229.551, F.S.). No program with consistently low placement of students in training-related work or continuing education could continue to receive state funds. This mandate placed too high a stake on follow up, and districts and colleges spent millions of dollars to collect the data.

Most districts and colleges still use the same local methods of following up on former students, even though a state-level computer matching system now provides placement information to all of them. Districts also have a strong incentive to report erroneous data on completion and placement. Last year only five of the total of 2,375 programs lost funds because of the placement standard.

However, the Legislature still has the potential to use accountability to provide incentives for good educational practice -- to encourage students to consider their educational futures, enroll in the right program for them, and complete enough of it to improve their earning potential. To provide these incentives, the Legislature should consider removing the funding penalty for low placement, but requiring all information on enrollment, completion, and placement to be collected and analyzed at the state level.

CONCLUSIONS AND RECOMMENDATIONS

A. SECONDARY LEVEL VOCATIONAL EDUCATION

1. EMPHASIS ON BASIC SKILLS

The Department of Education has a clearly stated policy for secondary vocational education. That policy says that the role of vocational education is to prepare students to get a job and to continue postsecondary education if they want to. No student in a vocational program should receive less than adequate education in the academic skills of reading, communication, and math, including problem solving. Some vocational education courses are being redesigned so that they mainly improve basic skills rather than focus too closely on an occupational skill.

One of the Legislature's efforts has been to require a certain skill level for each vocational program. No student can receive a vocational certificate without passing a literacy test. Records are kept of the number of students who fail the test, but no information is available on how many of these successfully take remediation and eventually pass the test.

RECOMMENDATION 1: The Senate Education Committee or the Postsecondary Education Planning Commission should consider conducting a study of remediation to see what qualities are required for success.

2. COMPLETION AND PLACEMENT

Vocational education also has the potential to improve the economic conditions of its citizens who do not plan to attend postsecondary education, but Florida needs to make better use of that potential. Research shows the value of completing a secondary vocational education program and then working in an occupation the program prepared for. It also shows the value of continuing vocational education at the postsecondary level and then working in that occupation. But students who do not concentrate their vocational studies in high school do not find training-related work after high school and do not improve their ability to earn more than minimum wage.

In Florida, the data available show that only 9.5 percent of secondary vocational education students complete their programs. Of those few who do complete programs, only

27 percent obtain employment immediately after high school. Of those who do complete and obtain employment, the number who are in training-related employment is not known, because decisions about what jobs are related to training are made by the local administrators. Yet secondary vocational education enrolls the most students and accounts for the greatest expenditures of the total system -- of 1.5 million students enrolled in vocational education programs in 1988-89, 57 percent were in secondary programs. (Twenty-five percent were in school district postsecondary programs and only 18 percent were in community colleges.)

School districts should be motivated to encourage students to concentrate their vocational studies and complete more of a program. Articulation with postsecondary education should be a priority.

RECOMMENDATION 2: The Legislature should consider providing escalated funding incentives for districts with students who enroll in a program, complete it, become placed in a job related to the program, or continue their education at the postsecondary or postsecondary adult level. The Legislature should investigate ways to reduce the incentive to enroll students in a number of vocational courses without a plan to work in the occupation of training or continue education in that field.

The Legislature should further assure that the information used for measuring success is accurate. One good way to do that would be to use the same report of student status for both funding and measuring outcomes.

B. POSTSECONDARY LEVEL VOCATIONAL EDUCATION

1. ACCOUNTABILITY

The placement standard and its funding penalty have placed too great an emphasis on following up on students who complete vocational education programs. These requirements also provide an incentive to report as few program completers as possible. Comparisons of the locally reported placement rates with those reported by the Florida Education and Training Placement Information Program show the local rates to be impossibly high.

(Note: The Florida Education and Training Placement Information Program, or FETPIP, is a state-level program that uses existing computer data bases to locate former students in employment, in public postsecondary education, the military, or incarcerated. Last year the program provided placement information to all 95 school districts

and community colleges. It cannot provide information on former students who have invalid social security numbers, who are employed in an industry that does not participate in the unemployment insurance program, who move out of the state, or who are unemployed. On all other students, the program provides accurate and comparable placement information at no expense to the local education agency. From 1984 to 1989 the placement information program was a pilot project; the 1989 Legislature mandated it in law, s. 229.8075, F.S.)

As long as the funding penalty exists, vocational educators will not be comfortable with state-level collection and analysis of placement data. Even though the 1989 Legislature changed the placement standard law (s. 229.551, F.S.) to encourage vocational administrators to make use of the state-level FETPIP information, they still may conduct their own follow up and report on it with only an administrator's verification of its accuracy. In spite of the expense to them, many school districts and community colleges continue their own follow-up activities as usual. In most districts at least one staff person works full time on follow up.

RECOMMENDATION 3: The Legislature should remove the funding penalty but still require placement information to be reported as a consumer service. The state-level placement information program should be responsible for collecting all the data, as well as analyzing it to make decisions about whether a placement is training-related.

Independent postsecondary vocational schools should use the same placement information collection process as public schools, and the department should report the results in a format that makes it easy to compare similar programs at different schools and colleges in both sectors.

2. *FUNDING STRUCTURE*

Postsecondary adult vocational programs are open-entry, open-exit, and competency based. Only 16 percent of the 400,000 reported enrollees in 1988-89 completed their programs. Any student present during the week students were counted for FTE earned the full vocational education program weight for his or her school district, and any who formally enrolled counted for increased workload costs for his or her community college. Many of these could have dropped out or attended only sporadically after they were counted.

Because of these methods of counting students, it is difficult to estimate the impact of vocational education on

adults. Vocational educators continue to dispute the official reports of enrollment in and completion of vocational education programs.

RECOMMENDATION 4: The Legislature should consider removing postsecondary adult vocational students from funding through the FEFP or the CCPF. Differentiated funding by outcome is possible in vocational education, with a basic low level of funding by program, not FTE, and funding incentives by enrollment, completion, training-related placement, and other positive outcomes. Before implementing such an incentive system, the department should establish the actual costs for each type of vocational education program. At that point, the ability to increase state funds could be tied to accurate reporting of enrollment, completion, and placement, and the outcome measures would be derived from the same reports that generated funds.

3. *FEES*

Fees for vocational education are very low in both school districts and community colleges -- public vocational fees are only about 10 percent of the tuition for similar programs at independent vocational schools. The combination of low fees for students and potentially high earnings of state funds for education agencies has made it more likely that people will take vocational education courses lightly -- without an intent or level of concentration that would improve their employment future.

RECOMMENDATION 5: Fees for postsecondary vocational education and postsecondary adult vocational education should be raised. However, much of the additional income from fees should fund a financial aid program to assist the serious vocational education student who has a financial need. (Note: This recommendation was first made in the 1982 Master Plan for Postsecondary Education by the Postsecondary Education Planning Commission.)

APPENDIXES

APPENDIX A

A STUDY OF FLORIDA'S VOCATIONAL EDUCATION AND TECHNICAL TRAINING SYSTEM

SUBMITTED TO:

THE DIVISION OF VOCATIONAL, ADULT
AND COMMUNITY EDUCATION
FLORIDA DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA 32399

SUBMITTED BY:

MGT OF AMERICA, INC.
2425 TORREYA DRIVE
TALLAHASSEE, FLORIDA 32303

FEBRUARY 11, 1991

EXECUTIVE SUMMARY

Background

Florida's Vocational Education and Technical Training System involves numerous federal, state, regional, and local agencies in the planning, funding, and delivery of job training and placement services. The 1990 Florida Legislature provided funding to the Department of Education's Division of Vocational, Adult, and Community Education (DVACE) for a study of Florida's Vocational Education and Technical Training System "to establish a basis for alignment of responsibilities and resources which will best serve Florida's educational and economic needs." The study was directed to "occur in the context of workforce needs identified in relevant studies," and analyze the structure and functioning of school districts, community colleges, programs administered by the Department of Health and Rehabilitative Services and the Department of Labor and Employment Security, councils and advisory groups, and proprietary schools and colleges.

In consultation with the Department of Education and a Technical Advisory Group comprised of staff from the Legislature and Governor's Office, MGT of America designed and implemented a plan to analyze and present findings regarding 12 specific components of Florida's vocational education system:

- secondary vocational training in school districts;
- postsecondary adult vocational training in school districts;
- basic skills training in school districts;
- postsecondary vocational and postsecondary adult vocational training in community colleges;
- basic skills and vocational preparatory training in community colleges;
- statewide training programs and federal statewide programs;
- training and job placement programs provided by the Job Training Partnership Act;
- training and job placement services available through Project Independence;
- training and job placement services through union and non-union apprenticeship;
- job placement programs provided by the school system;
- job placement programs provided by the community college system;
- job placement programs available through the Job Service of Florida.

Four categories of service delivery entities comprise Florida's vocational education and technical training system:

- 67 school districts offer secondary vocational programs and 49 districts offer postsecondary adult vocational (PSAV) programs including 33 vocational-technical centers in 23 districts;
- 28 community colleges offer postsecondary vocational programs and 18 colleges ofter postsecondary adult vocational (PSAV) programs;
- related public agencies, including the Departments of Labor and Employment Security and Health and Rehabilitative Services provide JTPA, Job Service, Project Independence and Apprenticeship programs; and
- 507 proprietary institutions, under the jurisdiction of the State Board of Independent Postsecondary Vocational, Technical, Trade and Business Schools (SBIPVTTBS), provide vocational programs in the private sector.

Functional Areas

For each category of service delivery entity, the report is organized to provide baseline data and analysis in the following six functional areas:

I. **Roles and Responsibilities** - includes the mission, goals, objectives, statutory responsibilities and restrictions, and assessment of needs.

II. **Funding, Assets and Workforce** - describes overall financial support levels and recent trends in funding; investments in buildings and equipment; number of faculty; faculty qualifications, salaries and benefits; and student fees.

III. **Programs** - includes a description of program offerings, counseling opportunities, remedial education and assessment processes.

IV. **Organization, Governance and Decision-Making** - focuses on the agencies and organization administering programs at the state, regional and local levels, including councils and advisory groups.

V. **Planning** - examines the planning processes and cycles as well as standards that are linked to program outcomes which impact planning.

VI. **Reporting, Evaluation and Results** - analyzes ongoing data collection procedures, evaluation processes and reporting requirements, as well as completion and placement rates for programs.

Significant Findings

Summarizing a 500-page report in a five-page abstract, as required by the RFP, is difficult at best. Nonetheless, in this section we will highlight the significant findings of the study in each of the six major functional areas. We caution the reader, however, not to infer beyond these major findings without consulting the appropriate sections of text contained in the full report.

I. Roles and Responsibilities

Several factors currently are impacting the roles and responsibilities for the provision of vocational education and technical training in Florida. Revised missions, goals and objectives are being implemented in 1991-92 as the result of a 1989-90 strategic planning process initiated by the Department of Education. Further, the Carl Perkins Vocational and Applied Technology Act of 1990 will result in significant changes in vocational education both nationally and in Florida beginning in 1991. Among these changes are the increased emphasis on special populations at the regional and local levels, and a decrease in state-level administrative support.

Business and industry were found to be playing an active role in shaping the roles and responsibilities for vocational education in Florida. Their involvement in such initiatives as vocational program reviews and business exchange programs are important to the continued growth of the state's economy.

With regard to programs in other public agencies, the study found Florida's employment and training system to be fragmented with few incentives provided to promote integration among programs. Further, the state has no single plan, policy, or strategy for providing job services for the unemployed.

II. Funding, Assets and Workforce

The expenditures for vocational education offered by public institutions in Florida for 1988-89 were $846 million. Combined expenditures of $102 million by other public agencies represented about 12 percent of the total public sector expenditures of $948 million in 1988-89.

The costs and condition of vocational equipment in school districts and community colleges were cited as a critical concern in previous studies of vocational education and during our interviews. The value of the equipment inventory (based on original cost) per full-time equivalent (FTE) student averaged $914 (range of $722 to $1,397) for the four sample local education

agencies (LEAs) included in the study. An examination of data provided by these LEAs lead to our conclusion that the current data reporting systems in school districts and community colleges make it difficult to obtain accurate and comparable information on the value of buildings and land identified for vocational education.

Student fees for vocational education are by far the lowest assessed by public postsecondary institutions. Current state funding policies provide financial incentives for postsecondary adult vocational and supplemental students to enroll in school districts when choice exists at the local level, since school district charges for these programs are roughly half of the average charge in the community college system. Further, the average vocational fee assessed by school districts typically is less than 10 percent of the average tuition assessed by a proprietary school.

About half of direct instructional expenditures for all vocational education are for secondary vocational programs. Postsecondary adult vocational (PSAV) and vocational supplemental programs, the only two areas of potential duplication between community colleges and school districts, represent less than 30 percent of total vocational instructional expenditures.

The total expenditures per FTE for PSAV programs in school districts were consistently higher than for community colleges for the three years examined. In contrast, the expenditures per completer and for completer placed in a training-related job in PSAV programs were consistently higher in community colleges when compared to school districts.

About three-fourths of the vocational education faculty are employed by school districts and the remainder (one-fourth) are employed by community colleges. Within school districts, the greatest proportion is for secondary vocational faculty. At community colleges, three-fourths of the faculty are instructing in postsecondary vocational programs and one-fourth are in supplemental and PSAV programs. The minimum salaries for vocational faculty in community colleges in 1989-90 were on the average $1,500 higher than for faculty in school districts – $22,993 compared to $21,458.

III. Programs

Several new vocational programs in school districts and community colleges have been initiated since the late 1980s. These include the Blueprint for Career Preparation, Technology Transfer Centers and Electronic Centers for Excellence. These innovative programs promote the involvement and support of business and industry, an integrated curriculum for academic and vocational education, a positive image for vocational education, and a drive for high achievement among vocational education students.

School districts and community colleges do not report vocational preparatory expenditures, faculty, and enrollment information in a consistent and comprehensive manner. Therefore, a statewide comparison was not feasible. Further, since data are not reported by the state on test results following vocational preparatory instruction, the effectiveness of such instruction in community colleges and school districts, or the dropout rate of students prior to or during basic skills instruction, can not be determined. Basic skills training is now required for proprietary school students as the result of standards set by the 1989 Legislature. However, the implementation of vocational preparatory programs has not been monitored to date by the SBIPVTTBS.

More duplication is evidenced statewide and within each region for supplemental programs than for postsecondary adult vocational (PSAV) programs. This finding is not surprising given the short duration of supplemental programs and their purpose of upgrading competencies in specific occupations. The occupational service areas with the most duplication for supplemental programs are business/office, home economics and technical/trade/industrial. The most duplicated postsecondary adult vocational programs are health and public service.

IV. Organization, Governance and Decision-Making

Responsibilities for state-level administration for vocational education in Florida continue to be shared among three divisions within the Department of Education. In several sections of this report, we note that the management information systems across divisions and delivery systems are often incompatible, and have resulted in data which, in some cases, are not complete or accurate.

At the regional level, we found that JTPA has 24 service delivery areas (SDAs), Job Service is divided into seven regions, HRS has 11 districts with responsibilities for Project Independence, apprenticeship has seven regions, and the community colleges and school districts have 28 planning districts. These overlapping district and regional boundaries complicate the provision of services within any given area and make comparison of aggregated data difficult at less than the statewide level.

At the local level, we found that the designation by the State Board of Education of certain community colleges and school districts as area vocational schools does not reflect the separation of vocational roles, responsibilities, and practices in Florida.

An array of councils, committees, and other advisory groups provide guidance for vocational education in Florida at both the state and local levels. While the majority of the responsibilities of each group is unique, some overlap in responsibilities exists. Little evidence was found that efforts have been made to consolidate these groups.

V. Planning

Until recently, the planning process for vocational, adult, and community education served more to respond to federal planning and reporting requirements than to provide direction to the state's vocational education delivery system. However, during the past year the DVACE has worked through the regional coordinating councils and the local education agencies to implement a strategic planning process. This approach to planning calls for the vocational education community to monitor changes in the external environment (especially social, economic and technological changes) and to develop strategies to reshape the educational delivery system to better serve the state's needs. The legislative budget request is based on the results of the strategic planning process.

Planning for employment and training programs operated by Job Services, JTPA and Project Independence reflect three separate program philosophies and are undertaken primarily to be in compliance with federal regulations rather than to achieve state objectives. No planning process exists for apprenticeship programs. Further, no planning is evident across <u>all</u> delivery systems.

VI. Reporting, Evaluation and Results

The primary compilations of annual information about the status and progress of public and private vocational education in Florida are *<u>Florida's Annual Accountability Report for Vocational, Adult and Community Education</u>* and the *<u>Annual Report of the State Board of Independent Postsecondary Vocational, Technical, Trade and Business Schools</u>*.

Evaluation of public vocational education in Florida is regularly conducted by DVACE, the State Board of Community Colleges (SBCC), and the Postsecondary Education Planning Commission (PEPC). The state does not evaluate vocational programs offered by proprietary schools, or analyze proprietary school admission standards and their relationship to loan default rates. Also, no comprehensive evaluation has been conducted to determine the effectiveness of the state's JTPA, Project Independence or Job Services programs. However, HRS has designed

an innovative team monitoring approach for Project Independence which provides immediate technical assistance.

Instructional program reviews have found an increasing proportion of sampled vocational programs meet established standards between 1986-86 and 1988-89. The SBCC and DVACE coordinate their efforts in reviewing vocational programs offered by community colleges.

DVACE reviews of supplemental courses offered by school districts and community colleges have uncovered numerous courses not conforming to standards and many inappropriately counted as supplemental course enrollees.

Vocational enrollment figures reported by the Department of Education are duplicated headcounts (i.e., a student who enrolls in two separate program is counted twice). Thus, the number enrolled exceeds the number of individual students in vocational programs. An unduplicated count of students enrolled in vocational programs is not available. Of the 1.5 million students enrolled in vocational education programs in 1988-89, 56 percent were in secondary programs and 25 percent were in postsecondary programs offered by school districts. Only 18 percent of the enrollments statewide were in community colleges. In 1988-89, enrollments in PSAV programs offered by school districts were nearly 10 times greater than those reported by community colleges. However, FTE enrollments in school districts for PSAV programs are only four times greater than PSAV college FTE enrollments. Enrollments in adult supplemental programs offered by school districts were 30 percent higher than those reported by community colleges in 1988-89.

A major discrepancy exists between proprietary school enrollments reported by the SBIPVTTBS and what is maintained in the FLOIS system. Both sets of enrollment data suffer serious reporting limitations and are inaccurate and unreliable.

Only 15 percent of the nearly 400,000 reported enrollees in public secondary and postsecondary job preparatory vocational education programs in 1988-89 completed their training programs that year. Completion rates in proprietary schools were 58 percent compared to 16 percent for the combined postsecondary enrollments of school districts and community colleges.

In 1988-89, statewide placement rates of 95 and 90 percent were reported for completers of secondary and postsecondary job preparatory programs, respectively. These placement rates were determined by a statute that specifies counting completers who go on to postsecondary education or to military service as "placements." Otherwise, the placement rate would have been 27 percent and 76 to 78 percent, respectively. In contrast, the statewide placement rate for 1988-89 completers of vocational programs in proprietary schools was 71 percent. Another eight percent of the proprietary completers were employed in a field unrelated to their training, in full-time military service, or pursuing postsecondary education.

In summary, as required by the RFP and Technical Advisory Group, the purpose of this report on Florida's Vocational Education and Technical Training System was to compile and synthesize information rather than to evaluate and recommend. As such, we believe the information contained in the report provides a baseline to evaluate the performance of Florida's Vocational Education and Technical Training System in the years ahead.

706a/execsumm

Vocational Education Data Summary
for School District and Community College

For the purpose of distribution, the summary for Senator Sherry Walker is attached as an example of the data calculated on an individual basis for the members of the Senate Education Committee.

Vocational Education Data Summary
for School District and Community College

Senator Walker, District 5

NOTE: This summary includes information about all school districts and community colleges that include any of your counties (Region 5-Leon, Gadsden, Wakulla; Region 6-Madison, Taylor, Jefferson, Hamilton, Suwannee, Lafayette; Region 7-Baker, Dixie, Columbia, Union, Gilchrist) in their service area.

SV = Secondary Vocational
PSV = Postsecondary Vocational
PSAV = Postsecondary Adult Vocational

Direct Instructional Expenditures in Your School Districts - 1988-89

	District	State	% of State
SV	$ 10,935,444	$245,581,215	4%
PSAV	$ 5,438,170	$ 90,903,377	6%
TOTALS	$ 16,373,614	$336,384,592	5%

Direct Instructional Expenditures in Community Colleges - 1988-89

	Tallahassee	State	% of State
PSV	$ 2,306,554	$ 96,883,379	2%
PSAV	$ 0	$ 20,998,175	
TOTALS	$ 2,306,554	$117,881,554	2%

	North Florida	State	% of State
PSV	$ 147,057	$ 96,883,379	0%
PSAV	$ 676,792	$ 20,998,175	3%
TOTALS	$ 823,849	$117,881,554	1%

	Lake City	State	% of State
PSV	$ 1,511,184	$ 96,883,379	2%
PSAV	$ 1,132,404	$ 20,998,175	5%
TOTALS	$ 2,643,588	$117,881,554	2%

Square Footage & Replacement Costs for Area Vocational Technical Schools (School District - Palm Beach and Broward)

School	Net Footage	Replacement Cost	Oldest Bldg	No. Bldg
Lively Area Voc. Tech	324,487	$ 40,242,878	1968	29
Suwannee-Hamilton Area	53,205	6,598,484	1968	14
Taylor Technical	70,854	8,787,313	1968	12
TOTALS	448,546	$ 55,628,675		55
STATE TOTAL	5,772,923	$715,957,910		543

Square Footage & Replacement Costs for Area Vocational Technical Schools (Community College)

Community College	Net Footage	Replacement Cost
Lake City	74,228	$ 9,205,757
North Florida	20,289	2,516,242
TOTALS	94,517	$ 11,721,999
STATE TOTAL	1,223,885	$151,786,218

Full-Time Equivalent Faculty in School Districts - 1988-89

	District	State	% of State
SV	248.40	5,731.27	4%
PSAV	111.62	2,375.77	5%
TOTALS	360.02	8,107.04	4%

Full-Time Equivalent Faculty in Community Colleges - 1988-89

	Tallahassee	State	% of State
PSV	35.67	2,099.83	2%
PSAV	0.00	512.57	
TOTALS	35.67	2,612.40	1%

	North Fla.	State	% of State
PSV	3.57	2,099.83	0%
PSAV	12.88	512.57	3%
TOTALS	16.45	2,612.40	1%

Basic Skills Test Results for Postsecondary Adult Students in School Districts - 1988-89

	Number Taking Test	Total Passed	% Passed
Region 5	1,162	1,110	95%
Region 6	458	336	79%
Region 7	No reports submitted		
State Total	23,034	18,065	78%

Basic Skills Test Results for Postsecondary Adult Students in Community Colleges - 1988-89

	Number Taking Test	Total Passed	% Passed
North Fla.	38	37	97%
Lake City	33	33	100%
State Total	2,679	1,726	64%

Placement Statistics for Vocational Program Completers in School Districts - 1988-89

	Local Reports			FETPIP Reports		
	# Completers	# Found	% Placed	# Completers*	# Found	% Found
Leon						
SV	116	113	95%	120	102	85%
PSAV	596	569	89%	572	441	77%
Gadsden						
SV	33	33	91%	27	19	70%
PSAV	26	26	88%	27	19	70%
Wakulla						
SV	27	27	81%	40	29	73%
PSAV	9	9	100%	9	6	67%
REGION TOTALS						
SV	186	180	91%	179	142	79%
PSAV	631	604	89%	608	466	77%
Madison						
SV	6	6	60%	12	9	75%
PSAV	0	0		0	0	
Taylor						
SV	33	33	92%	38	31	82%
PSAV	45	43	80%	50	27	54%

	Local Reports			FETPIP Reports		
	# Completers	# Found	% Placed	# Completers*	# Found	% Found
Jefferson						
SV	40	35	88%	N/A	N/A	N/A
PSAV	0	0		N/A	N/A	N/A
Hamilton						
SV	44	40	77%	46	23	50%
PSAV	117	103	89%	117	99	85%
Suwannee						
SV	105	100	92%	5	2	40%
PSAV	165	156	87%	150	106	71%
Lafayette						
SV	46	44	85%	40	30	75%
PSAV	0	0		0	0	
REGION TOTALS						
SV	402	283	86%	141	95	87%
PSAV	335	309	86%	317	232	73%
Baker						
SV	82	82	81%	61	42	69%
PSAV	0	0		0	0	
Dixie						
SV	46	45	97%	43	29	67%
PSAV	0	0		0	0	
Columbia						
SV	212	207	100%	174	137	79%
PSAV	0	0		0	0	
Union						
SV	19	19	88%	25	17	68%
PSAV	0	0		0	0	
Gilchrist						
SV	51	37	96%	32	23	72%
PSAV	0	0		0	0	
REGION TOTALS						
SV	431	411	95%	335	248	74%
PSAV	0	0		0	0	
STATE TOTALS						
SV	20,871	16,117	95%	11,537	8,682	75%
PSAV	17,639	13,598	92%	13,559	9,676	71%

*Number reported to FETPIP in a format that could be used.
NOTE: Schools in your district had 5% of the number of completers statewide and 6% of number of placements, according to local reports (SV and PSAV).

Placement Statistics for Vocational Program Completers in Community Colleges - 1988-89

Tallahassee

	Local Reports		FETPIP Reports	
	# Completers	% Placed	# Completers*	% Found
PSV	85	95%	79	80%

North Florida

	Local Reports		FETPIP Reports	
	# Completers	% Placed	# Completers*	% Found
PSV	223	90%	235	73%

Lake City

	Local Reports		FETPIP Reports	
	# Completers	% Placed	# Completers*	% Found
PSV & PSAV	841	87%	1,197	91%
STATE TOTALS	10,705	89%	11,407	79%

*Number reported to FETPIP in a format that could be used.

NOTE: Community college in your district had 11% of the number of completers statewide and 11% of number of placements, according to local reports (PSV & PSAV).